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ABSTRACT

New Jersey's Distributive Education Teacher-Coordinators have responded to the increase in shoplifting by developing teaching units for in-school programs and adult classes which deal with this problem. This instructional outline begins with a teaching lesson concerning the purposes and objectives of the course. The second lesson expands upon the ideas developed in the first session. Shoplifters are categorized according to their methods and the tools of the trade are examined in the third lesson. Lesson four deals with the factors that induce shoplifting and what is being done to combat it. The fifth and final lesson presents the legal ramifications of shoplifting and summarizes the course. (Author/SJL)

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SHOPLIFTING

A STUDY GUIDE

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SECTION I:

Instructional Outline

INTRODUCTION

Shoplifting is no joke; it's a crime that costs everybody money! It is also the fastest growing form of larceny, according to F.B.I. Director J. Edgar Hoover. And the figures prove this fact--approximately $3.5 billion worth of retail merchandise is shoplifted annually ($200 million in New Jersey alone!).

Consequently, there has been a great need for New Jersey's Distributive Education Teacher-Coordinators to conduct short teaching units for both their in-school programs and adult classes in regard to shoplifting. This need stems from the increasing concern of both businessmen and law enforcement officials about the increasing store losses.

This teaching outline has been developed so that the Teacher-Coordinator can use flexibility in the presentation of the material. It can be taught in ten sessions of approximately fifty minutes each (two sessions to a lesson); or it can be taught in a shorter period of time by the use of handouts. Time constraints and the students' interest should be the end determinant of exactly how many sessions are allocated.

In addition to flexibility, the Teacher-Coordinator should attempt to make the unit as student-oriented as possible. Effort should also be made to bring in speakers, have the class attempt related project activities, utilize audio-visual aids, engage in role-playing and participate in the NJRMA/NJDECA Anti-Shoplifting Campaign.

One last, yet most significant, suggestion: Be somewhat familiar with the subject of shoplifting before beginning to teach it. Visit with store security managers or police detectives, and even browse through any of the reading materials suggested in this Guide's Listing of Resources. Also, contact the local Chamber of Commerce or Merchants Association (see page 18) for additional information.

* * * * *

Lesson I deals with the purposes and objectives of the course. It should help the students to think about the significance of the shoplifting problem, as well as to help them to start thinking about the psychology involved.

Lesson II will expand on ideas developed in the first session. The group should then be ready to view an excellent film on the subject, "Caught."

In Lesson III, shoplifters are categorized and grouped according to their methods. Tools of the trade are also examined.

Lesson IV deals with the facts that induce shoplifting and what is being done to combat it.

The fifth and final lesson is a wrap-up of the course. It presents the legal ramifications of shoplifting, and if a guest speaker can be arranged to handle this area--so much the better.

Overall, the unit has been designed to follow a specific pattern that will take the class through the basic and fundamental concerns of the public, businessmen and law enforcement agencies.

Teacher-Coordinators should now feel free to take this information and adapt it accordingly.

LESSON I

Instructional Outline	Suggestions to Teachers
I. INTRODUCTION	Relate the basic areas to be covered.
A. Explain Unit Content	
1. For next week (or longer).	
2. Tell of any films or speakers that will supplement it.	
3. There will also be related projects.	See Anti-Shoplifting Projects, pages 19-25. NOTE: As soon as possible, utilize these to enliven the unit; to arouse students' interest; and to form basis for entry into NJRMA/NJDECA Anti-Shoplifting Campaign.
II. WHAT (EXACTLY) IS SHOPLIFTING?	
A. Definition of Terms	
1. Inventory Shrinkage	Be sure class understands the role that shoplifting plays in inventory shrinkage.
a. Difference between retail price of merchandise and the actual amount realized on the sale of the merchandise.	
b. Caused by theft, price markdowns, disappearance of money or merchandise.	
2. Shoplifting	Have students look up the definition of
a. Larceny or theft in a retail store by people who pose as legitimate customers. Polite term for stealing.	an unabridged dictionary. Also have them find the term's meaning, as determined by New Jersey Statute (which will be further analyzed in Lesson V). Might want to assig a group to research "History of Shoplifting --see Cameron or Edwards Texts--and report back on findings later in the week.
b. Comprises 30 per cent of all inventory shrinkage.	
c. Pilfering, heisting, boosting, ripping-off are synonyms.	
3. Retail Security	Everybody's job to combat shoplifting;
a. Protection of store properties.	not just that of the security force.
b. Protection of personnel and customers from loss or injury.	
III. WHY STUDY ISSUE?	Attempt to elicit these objectives from
A. To determine affect shoplifting has on the business community.	students. List them on chalkboard as they are brought out.
B. To learn how to identify shoplifters.	

Instructional Outline	Suggestions to Teachers
C. To get to know New Jersey's law on shoplifting.	
D. To learn the correct procedure in apprehending a shoplifter.	
E. To determine effect that the proper or improper display of merchandise has on shoplifters.	
F. To help businessmen reduce inventory losses.	Again, through use of related projects. Also, by working closely with local Chambers of Commerce and Merchants Associations (page18 of this Guide) and/or working on the NJRMA/NJDECA Anti-shoplifting Campaign.
G. To make other employees aware of the problem.	
H. To help prevent people from getting into trouble.	
I. To know your rights as an employer or employee.	
J. To learn to understand the policeman's and lawmaker's problem.	
K. To find out what role age, sex, season of year, size of store and attitudes play in shoplifting.	For example, through surveys on shoplifting of students, problems faced by retailers, etc. These would also provide an excellent digression into the area of Market Research.
L. To recognize key items of merchandise that are frequently stolen.	
IV. ENORMITY OF PROBLEM	
A. Approximately $3.5 billion worth of retail merchandise is shoplifted annually in this country.	Have class figure out how much per day.
B. Annual shoplifting losses in New Jersey are estimated to be over $200 million.	" " " " " " " "
C. Shoplifting cases have increased 134% in last five years.	F.B.I. Director J. Edgar Hoover calls shoplifting the fastest growing form of larceny in the country. Have students research what else he and other law enforcement officials have said on the subject, as well as find out latest figures on amount of loss. Are any additional figures available from local stores and/or your particular area's Police Department?
D. At least 32% more people in the United States are shoplifting today than years ago.	
E. Macy's, New York City, has estimated loss of over $1 million per year in shoplifting.	
F. Average inventory loss due to customer and employee pilferage has reached 1.6% of total sales.	Cite this fact: Theft from an average retail store of an item costing $15 can be equivalent to losing the net profit on sales of $1,000. Average net profit per dollar of sales is 1.5¢, so that's what it takes to offset the loss!

V. PSYCHOLOGY OF SHOPLIFTING

A. Why People Shoplift

1. Need.
2. For "fun" or "kicks."
3. On a dare or impulse.
4. Just to see if they can get away with it.
5. Part of an initiation.
6. Stores are too big and making too much money.
7. Can't pass up the chance.
8. Desire for attention.
9. Just a prank.
10. Store won't miss it.

Draw out from class examples of who they think might fit into the various categories. such as--fathers who do not have money to buy groceries; housewives with just enough money to buy necessities; and so forth.

This point could be the basis for a philisophical discourse.

B. Is shoplifting "Right?" or "Wrong?" and <u>WHY</u>?

Until when?
A mini-debate might be in order here. Hopefully, students will arrive at opinion that shoplifting is wrong...because it's stealing, indicative of a moral breakdown in our society, expensive to them as customers, etc. Yet some creedence should be paid to the justifications for shoplifting. And care must be exercised to avoid sounding dogmatic.

Now would be a good time to distribute the brochure, "Teenagers Beware! Shoplifting is Stealing," available from the National Retail Merchants Association (see Listing of Resources, page 32) and announce that it will be discussed tomorrow. In addition, Teacher-Coordinators--whether or not involved in the NJDECA/NJRMA Anti-Shoplifting Campaign--might well want to begin dividing class into groups, so as to utilize some of the related projects.

<u>END OF LESSON I</u>

LESSON II

Instructional Outline	Suggestions to Teachers
I. REVIEW	
A. Brochure, if distributed.	Highlight significant points.
B. Yesterday's lesson.	Highlight significant points.
C. Any projects that are being undertaken.	
II. NEWS RELEASES	Refer to Appendix, page 38. Also, have students review existing literature on shoplifting as well as have them locate additional information.
III. FILM--"CAUGHT!" Note: 24 minutes--color--sound--16 MM.	This is an excellent film that should be shown not only to D.E. students, but if possible, to all students in the school at some sort of assembly program. See Listing of Resources, page 32, for its availability. Contained therein are several other excellent AV aids.
A. Preview first; then give class, before viewing, some idea of what they will be seeing.	
B. Afterwards, discuss film's message (as perceived by students).	Produced in cooperation with educators, security experts, law enforcement officials and retail stores, this "on location" motion picture emphatically makes the point: "Stores are fighting back...and that shoplifters are going to get caught!" Will serve as an effective tool for student AND community attitude shaping and decision-making.

END OF LESSON II

LESSON III

Instructional Outline	Suggestions to Teachers
I. TYPES OF SHOPLIFTERS	
A. Three Main Categories	Prepare an overhead transparency with the names of each classification listed separately. Information may be included with the classification. Turn the transparencies as you discuss each type.
1. Kleptomaniacs--have a persistent, neurotic impulse to steal, especially without economic motive.	
a. Minority group; account for not more than 1% of losses.	Have students do research on this.

Instructional Outline	Suggestions to Teachers
b. Motivated by inner tensions.	What kinds of inner tensions?
c. Object stolen has symbolic meanings.	What kinds of symbolic meanings?
2. Amateurs--steal because temptation and opportunities present themselves.	
a. 90% of shoplifters who are caught.	Emphasize aspect of being caught; does this figure represent 90% of all shoplifters? (NO)
b. Success brings about irresistible urge to repeat.	
c. Usually self-conscious and nervous, as well as impulsive.	
3. Professionals	Refer to Alexander and Moolman's Stealin for additional insight.
a. Apply their entire working time and energy to larceny.	
b. Cause substantial losses; they steal on a large scale.	
c. Between 10 and 20 per cent of shoplifters.	
d. Migratory, elusive thieves.	
e. Often travel in pairs.	
f. Well-trained, observant, cautious.	

Persons wearing loose, baggy clothing.
Persons carrying loosely folded umbrellas, shopping bags and newspapers.
Women with open handbags dangling from one arm, while holding change purses in plain view.
Intoxicated customers.
Baby carriages wheeled through the store.
Customers who engage you in conversation to direct your interest (such people are often accompanied by partners who will steal while your attention is diverted).
Persons wearing unseasonable clothing, such as raincoats on sunny days or heavy coats on warm days.
Persons carrying unwrapped merchandise in unrelated areas.
People who hang around but make no attempt to buy anything.
People who act nervous.

These three categories can be separated and broken down further by listing on chalkboard in this manner: Professional Amateur Kleptomaniac. Then elicit from class examples of "Actions of Shoplifte that might fall under each category. Most of those that are listed on the le should be able to be picked--by student Or teacher may list them himself--befor asking class to subdivide.

Instructional Outline	Suggestions to Teachers
People who hang around the displays that are hidden from clerks. Teenagers grouped around a display. Customers pretending to be waiting for someone. A customer who always sends the clerk away on the pretense that he wants another size, color, etc. People who go into receiving or stock rooms who have no business there.	
B. Other Categories	Yes, these do tend to somewhat overlap! Emphasize their dangerous nature, which necessitates immediate notification of the police.
1. Drug Addicts	
a. Must steal in order to live.	
b. Take large quantities of expensive merchandise that can be sold illegally for ready cash.	
c. Will usually grab an item and attempt to make a quick get-away.	
2. Juveniles	Discuss Hoover's statement: "We solve no problems by putting children in jail when the real problem is that of delinquent parents and adults." (Modern Retail Security, page 151).
a. Between 70 and 80 per cent of all apprehended shoplifters are under 18.	
b. From middle and upper income families.	
c. Have "aiders" or "abettors" as lookouts.	
d. Girls outnumber boys.	In fact, two thirds of all shoplifters are women. What are some possible explanations? Here, again, a confidential survey of students might prove informative.
e. Not concerned with value of merchandise taken.	
3. Employees	Find out what security experts have said recently about this category (in regard to "allowing" a certain, controlled amount of employee theft).
a. Extremely successful.	
b. Steal because of availability of merchandise.	
c. Either by themselves or in conjunction with friends or relatives (not working in store).	How?
Anybody else?	Class might be able to think of some other examples not already mentioned; i.e., executives, vagrants, people who eat out and take the silverware, housewives who take shopping carts (What has

Instructional Outline	Suggestions to Teachers
	been done to prevent this? Answer--not allowing carts to be moved from store's immediate vicinity) and so forth. Hoffman's Steal This Book contains many more.
II. METHODS OF SHOPLIFTING NOTE: Stress fact that observation is the important key to detection!	Relate these to "Actions of Shoplifters discussed earlier.
A. Blocking 1. Done by professionals usually in a time span of less than 30 seconds.	Role-playing enables students to better visualize these methods. Typical situations can be easily arranged in any classroom setting. Also, have students, themselves, explain to their peers what each method entails.
2. Usually involves three or more persons. a. Two will place themselves in a position where they are always between the sales person and the actual shoplifter. b. Actual shoplifter will take merchandise and bolt from store.	Happens frequently in jewelery stores; how can it be prevented?
B. Changing 1. Shoplifter will come out of a dressing room wearing more clothes than when he went in. 2. Easier in small stores.	What have department stores done to combat this?
C. Switching 1. Two shoplifters will enter a jewelery store at the same time. 2. While clerk is kept busy, cheap merchandise will be switched for something expensive--watches, rings or precious stones. 3. Also done easily with clothing.	The booklet, "Watch Out for the Thief," has pictures which would be very good for posters or the bulletin board. They illustrate these very same techniques.
D. Palming 1. Using glove, scarf or handkerchief to cover item while stealing it. 2. Requires much practice to perfect technique.	As do all of these techniques. Yet because of laxity on the part of retail employers and employees, shoplifters frequently get away with less than perfect performances.
E. Crotch Workers--conceal merchandise between legs or under armpits	
F. Hit-and-Run 1. Take anything near an exit. 2. This shoplifter hopes not to be seen or to be able to run faster than those chasing him.	

Instructional Outline	Suggestions to Teachers
III. TOOLS OF THE SHOPLIFTER	Used by themselves or in conjunction with "Methods" described in previous section. Arrange with local Police Department to loan you a display of tools that they have confiscated from shoplifters. Have them on display, so that they can be shown one at a time and/or examined at the end of class. Or have students again role-play, utilizing these tools.
A. Large purses--types that open and close easily	
B. Boxes tied or wrapped like a regular suit box or other parcel box but with a hinged top, bottom or end.	
C. Shopping bag containing other merchandise or just plain paper.	
D. Belts or harnesses worn under coats.	
E. Pants or bloomers with full pockets.	
F. Large wristed gloves.	
G. Musical instrument cases or cases that look like those carried by doctors.	
H. Helper coats with large pockets.	
I. Newspapers or magazines that are folded to hold phonograph records.	
J. Umbrellas that are fitted with elastic bands attached to the ribs of the umbrella (good catch-all).	

END OF LESSON III

LESSON IV

Instructional Outline	Suggestions to Teachers
I. INCREASE IN SHOPLIFTING	
A. Review	
1. "Enormity of Problem"--discussed in second lesson.	As already suggested, better if students "dig-out" these facts; i.e. by personally contacting Police Department.
2. Any additional findings?	
B. Why? ("Factors That Induce Shoplifting")	Have this section duplicated and distribute to class to discuss. Go over each item and see if students can relate how it has a bearing on inducing people to shoplift; and if so, how?
1. Advent and expansion of self-service stores.	
2. High-operating costs have caused retailers to cut floor staffs to a minimum.	
3. Breakdown in nation's morals.	Is this true? (Discuss)
4. State shoplifting laws are inadequate.	
5. Leniency by judiciary in handing down sentences to shoplifters.	
6. Goods no longer in showcases or on shelves behind counters.	Does "opportunity make the thief"?
7. Carelessness or laxity in supervision.	
8. Advertising.	How? (Exposes items available and brings large crowds.) See if class can

Instructional Outline	Suggestions to Teachers
	figure this out.
9. Display techniques for impulse buying.	Discuss what one chain store manager has said: "We try to tempt people into buying and we tempt them into stealing."
C. Time of highest risk	
1. Lunchtime.	
2. 63% are apprehended between 2 and 5 p.m.	Continually ask: WHY?
3. September-December are busiest holidays.	
4. During holiday seasons, special sales and Saturday rushes.	Have students watch papers for special events to determine when store will be crowded.
	NOTE: Wherever and whenever applicable brainstorm, in order to elicit students' thoughts.
II. PREVENTIVE MEASURES	
A. Role of Retail Personnel	
1. Well-informed employees are the strongest weapon against shoplifting.	
2. ALL personnel are responsible for shoplifting.	
3. Alert (prompt) and aggressive store personnel--utilizing fundamentals of good salesmanship--offer a deterrent to shoplifters, as customers want service; shoplifters don't.	Use "Rules for Employees" (Appendix, page 40) as an overhead or handout. Emphasize the fact that one of the most important methods of preventing loss is good service!
4. Retail executives must:	Stressed should be that management must provide continuous leadership in the area of prevention of shoplifting. It must also have active interest and enthusiasm, in order to spur the sales personnel's desire to be helpful.
a. Determine policies to be followed.	
b. Designate individuals to make arrests and be sure that the law is understood.	
c. Establish contacts with the local police.	
d. Keep employees well-informed through continuous training.	Remember this? Carelessness or laxity in supervision is cited as one of the "Factors That Induce Shoplifting."
e. Initiate and supplement employees in the development of retail security through...ask the class for its ideas.	Memos, bulletin boards, posters, movies, clinics, etc. In regard to the last suggestions, the D.E. program could perhap volunteer to sponsor a shoplifting clinic (i.e., an Adult Education course offering) at which a similar unit to this one could be taught.
f. Cooperate in local merchant group campaigns against shoplifting.	NJRMA/NJDECA Anti-Shoplifting Campaign.

Instructional Outline	Suggestions to Teachers
5. Floor Detectives	
a. Continuously study merchandise and store layout.	
b. Keep a current file of known area shoplifters.	Emphasize importance of analyzing and reanalyzing this information; helpful if done in conjunction with other stores and law enforcement officials.
c. Observe shoplifters in the act of committing thefts.	
d. Follow and apprehend suspects.	
e. Prepare case materials and represent the store in court.	
	Not all people should be store detectives. They must be carefully selected. (Ask class: With what qualities in mind?) What about possibility of hiring students on security forces? (Incidentally, more and more stores are, in fact, trying this out with so-called "Mod Squads.")
6. Guards	
a. Must be thorough and careful in checking all customer packages.	
b. Must scrutinize activities around public lockers.	Clarify difference between a Store Detective and Guard. A possible project might be to have any interested students research about the possibility of careers in the security field.
B. Control Systems	
1. Fitting rooms	If available, refer to the Assistant Manager's Training Guide No. 10, Chain Store Age, August, 1964, pages 72-76, for "How to Stop Apparel Pilferage."
a. Must be kept clean.	
b. Limit number of garments to be taken into room.	
c. Locate away from main selling floor and entrances.	
d. Doors should be made of cloth curtain material.	
2. Price Tags	
a. Sales clerks must know price of all merchandise within their jurisdiction.	Again, continually ask: WHY?
b. Uniform code system needed on markdowns.	
c. Re-marking done only by marking room personnel with same color ink.	
3. Refund Control	
a. Sales receipt requirements or proper identification.	
b. If necessary, mail a bank check to customer's home.	
c. Restrict number of people who can give refunds.	

Instructional Outline	Suggestions to Teachers
d. What should refund forms require?	Answer: Signature of preparer, authorizer and upon receipt of cash, the customer. A good review at this time might be to ha another overhead, "Security Weaknesses an Failures," which can be found on page 41 of the Appendix.
C. Technical Equipment for Detection of Shoplifters	Stress point that stores must design pilferage prevention measures for their individual needs.
1. Radio Devices	
a. Inter-communication systems	
b. Wireless direct-voice selective paging systems	Have students research the differences between these three systems.
c. Two-way paging systems	
2. Recorders	
3. Closed-circuit television	If entire class couldn't take off to review and analyze a large store's security program (and technical devices), then assign a representative delegation to do so and report back with its finding
4. Mirrors	
a. Convex	
b. Two-way	Just like the spy movies.
c. Conventional	Discuss concept that sometimes safeguards can encourage shoplifters. For instance, some professional shoplifters like stores with convex mirrors because they can see who is watching them. Television cameras and uniformed guards are sometimes a challenge to pilferers--it becomes a sport to "steal right under their noses."
D. Function of Store Layout in Theft Control	First ask class for its input. Also emphasize that larceny is a crime of opportunity; with the opportunity of theft removed, so too frequently is the temptation to steal.
1. Provide for good visibility throughout the store by keeping height of merchandise gondolas low.	
2. Have manager's office high and near the check-out counter, if it is on the selling floor.	
3. Have proper lighting.	
4. Display small, high cost merchandise near supervised check-out stands.	
5. Have mirrors placed in strategic areas in order to take the privacy away.	
6. Cash registers should be in full view of as many people as possible.	For what reason? (Answer:) To help foil the hit-and-run shoplifter, for one reason.

Instructional Outline	Suggestions to Teachers
7. Controlled exits; wide aisles; low fixtures.	An excellent, related project would be to have members of class draw sketch of floor plan in store where they are employed and have them check for various security methods utilized (and suggest improvements that could be made).
Any other preventive measures?	

END OF LESSON IV

LESSON V

A speaker on "The Legal Aspects of Shoplifting" would be most appropriate at this time. Have him cover any of the topics listed below (and what he doesn't cover, the Teacher-Coordinator should in the remaining time allocated for this unit). Suggested speakers might be a local judge, police chief, store detective or retailing executive; for help in lining-up one, refer to your local Chamber of Commerce or Merchants Association. A listing of these can be found on page 18 of this Guide.

Instructional Outline	Suggestions to Teachers
I. LEGAL ASPECTS OF SHOPLIFTING	
A. Need for Effective Shoplifting Laws	Have students attempt to think up these reasons.
1. Fear of a particular law's consequences deters theft.	Discuss whether or not this is true.
2. Retailers complain about inadequate laws but often fail to prosecute offenders because:	
a. Fear of false arrest consequences.	The professional thief is almost always prosecuted and receives time in jail. But what about the amateur... should the stigma of a police record be placed on a citizen who has never previously had trouble with the law and whose reputation and livlihood may be permanently impaired by a record? On the other hand, what are the ramifications of letting him off with just a reprimand?
b. Reputation of being too strict.	
c. Cost and inconvenience of court trials.	
Any other reasons?	
B. Analysis of New Jersey's Shoplifting Laws	Take "time-out" to explain/review statute numbering system.
1. Definitions--all four	Have handout of New Jersey's Shop-

Instructional Outline	Suggestions to Teachers
	lifting Laws (Appendix, page 42). Allow students only enough time to read each section, then discuss it--if speaker doesn't--point by point.
2. Concealment	What is prima facie evidence--and how does it relate to concealment?
3. Taking suspect into custody	
a. Person may be detained in a reasonable manner for not more than a reasonable time.	What is meant by term "reasonable" in both cases? (Answer--in latter instance, 60 minutes.) Is this fair?
b. Immunity from criminal or civil liability in any manner or extent whatsoever.	Has been subject of much heated debate.
4. Shoplifting is now punishable by up to seven years in prison and a $2,000 fine.	NOTE: This detention does not constitute an arrest; nor does it provide the right to search a person without the individual's willful consent.
C. Arrest Precautions	
1. Charges of false arrest, or wrongful detention and interrogation, frequently arise in dealing with shoplifters.	How? Might want to discuss "Recent Shoplifting Court Cases," which can be found on page44 of Appendix.
2. Property owner could be held liable for:	Have students research legal definitions of each term; emphasize, in discussing Malicious Prosecution, that the act of detention must NOT be based on suspicion of past record.
a. Slander.	
b. Assault and Battery.	
c. False Arrest.	
d. False Imprisonment.	
e. Malicious Prosecution.	
D. Training Employees in Procedures of Apprehension and Prosecution	For one last flipchart and/or overhead, and an extremely important one at that, refer to page 40 of the Appendix for a further breakdown of these categories. But an even better way of discussing each point, this time, would be to have class role-play the situation of an apprehension, search and interview.
1. Observation.	
2. Procedures for Apprehension.	
3. Searching Suspect.	
4. Questioning Suspect.	
5. Whether or Not to Prosecute.	
6. Evidence to Retain.	
7. Court Preparation.	
8. Search and Seizure of Stolen Property.	Many stores limit the persons allowed to make apprehensions to well-trained individuals to protect the store. It is extremely important that all employees know exactly what procedures to follow; i.e., who to contact and how. (Any code?--ask class why this is done.)

END OF LESSON V

SECTION II:

NJRMA/NJDECA Anti-Shoplifting Campaign

ANTI-SHOPLIFTING CAMPAIGN

Purposes: To develop in students an awareness of the shoplifting problem faced by retailers, to actively involve students in the campaign to reduce this problem, and to provide an opportunity for experienced retailers to help develop the marketing and distribution leaders of tomorrow.

The Anti-Shoplifting Campaign is sponsored by the New Jersey Retail Merchants Association, in conjunction with New Jersey DECA. It is designed to encourage both DECA members and chapters to analyze the ramifications of the problem, as well as to involve them in a wide-spread campaign to inform the public that "SHOPLIFTING IS NO JOKE; IT'S A CRIME...AND IT COSTS EVERYBODY MONEY!"

Chapters may involve themselves in any and/or all of the suggested projects listed in "Shoplifting: A Study Guide" (available at no cost from Distributive Education Club, Rider College, Trenton, N. J. 08602).

Chapters should also be encouraged to devise additional projects--and to utilize them in their anti-shoplifting campaigns.

In addition, since the New Jersey Retail Merchants Association is sponsoring the Anti-Shoplifting Campaign, it is highly desirable that it be conducted jointly with leaders in the security and retail fields acting as advisors and consultants. Chapters should therefore make every effort to work with their local Chamber of Commerce or Merchants Association (refer to list of these after Rating Sheet). Where this is impractical due to distance, or for any other reason, contact the Distributive Education Club of Rider College for assistance.

Specifications:

1. Entries must be submitted in the official blue DECA Scrapbook binder. The face of the binder must be unaltered in any way. It is available from the Balfour Supply Service, 8004 Norfolk Avenue, Washington, D. C. 20014.

2. The scrapbook must display the name of the chapter, school, city and year.

3. Entries should reflect, in an interesting and attractive form--using photographs, newspaper clippings, letters, etc.--most of the chapter's activities in this particular area (dealing specifically with an anti-shoplifting campaign) within the "judging year."

4. The judging year includes only those activities of the local chapter from the beginning of the school year, 1971-72, until mid-February.

5. Entries will be due at Rider College (Attention: Distributive Education Club), Trenton, New Jersey, 08602 on or before February 20, 1972.

6. Creative Entry Summary Sheets are NOT required for this entry.

Awards: The New Jersey Retail Merchants Association will make the following awards during the State Leadership Conference:
$150 - State Winner
$ 50 - Second Place
$ 25 - Third Place

Furthermore, NJDECA will award trophies to State, Second and Third Place Winners, and NJRMA will present certificates of participation to every chapter which competes.

Judging: Judging will be done during the period between February 20 and the State Leadership Conference by representatives of NJRMA (encompassing leaders in the security and retailing fields) and Rider College DECA, whose background in the shoplifting problem and familiarity with NJDECA qualifies them to evaluate this important new event.

NOTE: Winning entries will be determined by the quality of their anti-shoplifting campaign, not by the number of suggested projects completed or artistic merits of their scrapbooks.

See below for rating criteria.

* * * * *

ANTI-SHOPLIFTING CAMPAIGN

Rating Sheet

ECONOMIC AND SOCIAL CONTRIBUTION (40 points)

Comparative Value (20 points)
Is the application practical? Does it benefit few or many? Ordinary or extraordinary benefit? To retailers and students?
Success of Campaign (20 points)
How effective was it? What criteria was used to judge this success?

PROJECTS UTILIZED (30 points)

Originality (15 points)
Any new projects utilized? Fresh approaches to existing ones?
Presentation (15 points)
Does it show creativity? Imagination? Language lively? Show an interest in project?

TECHNIQUE (30 points)

Documentation (10 points)
Enough? Well organized? Appropriate to topic? Accompanying letters of recognition?
Effort (10 points)
Involve adequate number of students? Reasonable number of hours? Evidence of planning?
Physical Requirements (10 points)
Is it neat? Spelling and grammar correct? Carefully presented?

For assistance with your Anti-Shoplifting Campaign, contact the Chamber of Commerce or Merchants Association in your area:

Asbury Park CofC--628 Mattison Avenue
Atlantic City CofC--10 Central Pier
Atlantic City Merchants Association
Bayonne CofC--17 West 25th Street
Belleville CofC--302 Washington Avenue
Bergenfield CofC--2 North Washington Avenue
Bergen Mall Merchants Association

Bloomfield CofC--622 Bloomfield Avenue
Bordentown CofC--101 Farnsworth Avenue
Bridgeton CofC--10 North Pearl
Cape May CofC--Cape May Court House
Cherry Hill Mall Merchants Association
Clifton CofC--1184 Main Avenue
East Brunswick CofC--13 Melvin Avenue
East Orange CofC--536 East Main Street
East Paterson CofC--214 Market
East Union Co. CofC--Winfield Scott Hotel
Eatontown Mall Merchants Association
Echelon Mall Merchants Association
Edison CofC--204 A Main Street
Englewood CofC--49 North Dean Street
Fashion Center Mall Merchants Association
Flemington CofC--P. O. Box 438

Fort Lee CofC--225 Main Street
Garden State Mall Merchants Association
Garfield CofC--73 Spring Street
Glassboro CofC--206 West High Street
Hackensack CofC--140 Main Street
Hammonton CofC--300 12th Street
Hoboken CofC--20 Hudson Place
Irvington CofC--1007 Springfield Avenue
Jersey City CofC--911 Bergen Avenue
Kearny CofC--586 Kearny Avenue
Lakewood CofC--301 Madison Avenue
Matawan CofC--146 Main Street
Menlo Park Merchants Association
Metuchen CofC--495 Main Street
Millville CofC--2 North Highland
Montclair CofC--1 Clairidge Arcade
Moorestown Mall Merchants Association
Morristown CofC--10 Park Place
Newark CofC--1180 Raymond Boulevard
New Brunswick CofC--79 Paterson Street

New Jersey State CofC--54 Park Place, Newark
Nutley CofC--384 Franklin Avenue
Ocean City CofC--Somers Point Blvd.
Orange CofC--308 Main Street
Paramus CofC--P.O. Box 325
Passaic CofC--625 Main
Paterson CofC--253 Main Street
Perth Amboy CofC--313 State Street
Phillipsburg CofC--78 South Main Street
Plainfield CofC--205 Park Avenue
Pt. Pleasant CofC--517 Arnold Street
Princeton CofC--12 Nassau Street
Red Bank CofC--5 Broad Street
Rutherford CofC--106 Park Avenue
Salem CofC--224 East Broadway
Somerville CofC--31 South Bridge Street
South Jersey CofC--North Park Drive Pennsauken
Summit CofC--57 Union Place
Toms River CofC--54 Washington Street
Trenton CofC--104 North Broad Street
Union CofC--2165 Morris Avenue
Vineland CofC--818 Landis Avenue
Wayne CofC--P. O. Box 738
Westfield CofC--260 East Broad Street
West New York CofC--5911 Bergenline Ave.
West Orange CofC--97 Northfield
Willingboro CofC--U. S. Highway #130
Willowbrook Mall Merchants Association
Woodbridge CofC--655 Amboy Avenue
Woodbridge Mall Merchants Association

SECTION III:

Anti-Shoplifting Projects

ANTI-SHOPLIFTING PROJECTS

These, of course, can be utilized as part of the NJRMA/NJDECA Anti-shoplifting Campaign. Yet they should also be implemented to enhance the Instructional Outline; to give students a "hands-on" look at the shoplifting problem that they are studying.

In addition, it should be noted that these projects--which are suggestions only, meant to be modified and added to wherever and whenever applicable--involve a wide variety of skills. They include writing, reading, marketing research, public and community relations, to name just a few.

Lastly, a reminder: Forget NOT to contact the local Chamber of Commerce or Merchants Association for help. A list of these can be found on the preceding page.

* * * * *

1) Have students do posters on shoplifting, and then arrange for these posters to be displayed in the local malls and shopping centers. Perhaps have an in-school contest for D.E. and non-D.E. students, with prizes being awarded to the best in each competition (particularly try to involve the art students). Allow the students to do the judging themselves!

2) Enter other DECA competitions, in addition to this one. For example, this year's poster contest has as its theme, "Shoplifting Is A Crime!"

Last year DECA chapters (that studied shoplifting) entered and won in the following competitions:

<u>Department Store Merchandising</u>--"The Shoplifter & The Dishonest Employee," whereby a student from New Jersey's Bloomfield High School wrote material that will be included in a forthcoming book.

Specialty Store Merchandising--"A Problem: Teenage Shoplifting" in which a student from Maryland's James M. Bennett High School surveyed 325 teenagers from the Salisbury area.

Variety Store Merchandising--"Shoplifting in Variety Stores in Wichita," whereby a student from Kansas' South High School discovered that employees were not sufficiently trained to combat shoplifting.

3) Devise anti-shoplifting advertisements. Select the best to be run in the school and local newspapers.

To accomplish this latter goal, work through the local Chamber of Commerce and Merchants Associations, as well as with regular press contacts.

Students might even want to try writing radio and television "spots."

4) Distribute, with appropriate publicity, a shoplifting brochure to the entire school. An excellent one is "Teenagers Beware! Shoplifting is Stealing," a copy of which can be found on page 34 of this Study Guide.

Make sure that the DECA Chapter receives proper recognition for this effort; e.g., by imprinting name on back of each booklet. Ask whichever group you are working with for financial assistance to purchase it.

Also try to have this brochure's message brought home to the parents (maybe working through the P.T.A.?).

Lastly, if the students feel creative, they could even attempt to devise a pamphlet of their own, being free to adopt whatever material they felt applicable.

5) Still on the subject of publicity, help the New Jersey Retail Merchants Association in its campaign to combat shoplifting--by arranging for billboards, newspaper space, getting on television, radio, etc.

But again, to emphasize the point: This should only be done in conjunction with local anti-shoplifting campaigns, coordinated by either a Chamber of Commerce or Merchants Association.

6) When and if a brochure or pamphlet--Project #4--is distributed, get other subject teachers to conduct mini-sessions/discussions on shoplifting.

Keep in mind that this needs to be done to "spread the gospel" to the entire school; otherwise, just D.E. students will be receiving the message.

Personal contact will probably be needed, and this could be arranged through a faculty meeting at the start of the effort. Or, at the least, a memo should be sent from the Teacher-Coordinator to the rest of the school's staff.

7) Conduct an essay contest for both D.E. and non-D.E. students (the rest of the school, in other words) perhaps through the cooperation of the English Department.

Possible topics might include:

History of Shoplifting

Why People Shoplift

Interviews--Project #13

Research--Projects #11 and #17

Editorials--with the best to be run in school and local papers.

8) Attempt to have D.E. students employed on local security forces. Several large retailing chains have already begun employing youths in so-called "Mod Squads."

9) Along with the Chamber of Commerce or Merchants Association, work with

as many other groups as possible to spread the message.

For example, check-out the local Small Business Administration, Parent Teachers Association, Police Department and service clubs (Rotary, Kiwanis, etc.)

10) Read as much as possible about the subject.

In addition to this Guide's Listing of Resources, check-out newspapers and various periodical guides.

Rider College DECA and the NJRMA would both also be interested in an annotated, updated bibliography.

11) Even if not entered as a separate DECA competition, conduct confidential surveys...

in school--of the students to determine whether or not they shoplift, what kinds of items are shoplifted, the frequency of shoplifting.

in stores--When does the greatest amount of shoplifting take place? What are the primary factors that induce shoplifting? What measures are being undertaken to combat shoplifting? Has the campaign "helped"? (Compare shoplifting figures for one month this year against the same month last year.)

in the community--of local citizens to analyze the effectiveness of shoplifting legislation and whether or not this anti-shoplifting "message" is being effectively communicated. Ask: Does the average citizen take any action if a shoplifter is spotted; e.g., does he notify store personnel?

12) Sponsor, at school, in-service clinics on shoplifting for retail employees and/or community groups.

This Guide can also be utilized for such a purpose.

13) Conduct taped interviews with police chiefs, security personnel, "known" shoplifters and store executives.

Play these back for the entire class. Then write them up for the benefit of others.

14) Everybody's always talking about shoplifting. Try to devise new, improved ways to reduce it; try these out.

IMPORTANT: Please immediately send any of these ideas to Rider DECA.

15) Also, kindly send to Rider DECA (as soon as attempted) any new ideas to publicize the message that "Shoplifting is no joke; it's a crime...and it costs everybody money!"

For example, attempt devising a film that deals with shoplifting, or a transparency, series, slides even tapes that could be put to use by other schools. These would all prove to be extremely valuable.

16) As suggested in the Instructional Outline, arrange for a class demonstration of ways and tools of the shoplifter, with the emphasis on the fact that someone is always watching.

Skits or dramatizations would prove helpful here. Using the local Police Department for advice and/or to conduct the role-playing, students might also want to show the rest of the school exactly what apprehension, questionning and a court appearance entail.

17) Research New Jersey shoplifting laws, and whether or not they are effective.

Compare and contrast with other states.

Do they, in fact, act as a deterrent? Do "caught" shoplifters repeat?

Trace down local police records, if available. And evaluate--through newspaper accounts--the penalties that are given out.

18) Post warning decals or signs for local stores, informing the public that it can be prosecuted for shoplifting.

These attractive wall decals and signs are available from the New Jersey Retail Merchants Association.

Or they could also be run-off by D.E.--or Print Shop--students, <u>after</u> preliminary approval was received on the design and wording of same.

19) Arrange for a field trip to view a large store's security force.

Many students might be interested in going down to a local police station--which they probably have never seen--to see exactly what does happen to the shoplifter (include the fingerprinting process).

Try to tie-in this shoplifting instruction with any other field trips that might be planned.

20) D.E. students: Get the message across to junior high and even elementary students.

Analyze ways to accomplish this goal (for instance, by distributing the aforementioned brochure); then proceed.

21) One of the best ways to accomplish Project #20 is to organize assembly programs--for the rest of the school, junior high and

elementary groups, the local P.T.A. and any other organizations that might/should be concerned with the problem of shoplifting.

Show a film, such as "Caught," and bring in a speaker. The local Chamber of Commerce or Merchants Association will be able to help plan here as they should have several speakers available, including security personnel, store managers, police detectives, judges and prosecutors.

Role-playing (perhaps even by the school's drama students) often proves an effective way to convey the message.

Equally effective--if it can be arranged--is to bring in a local disc jockey to "host" the assembly program. This was done with great success in Milwaukee and what follows is a sample of the script that was followed.

This script, of course, should just serve as a guide for the kind of ideas that should be introduced. It should most definitely <u>NOT</u> be read verbatim, and it also needs some updating of facts and language.

A DISC JOCKEY'S SPEECH TO TEENAGERS

Before I really get into what I'm going to talk to you about today, there's something else that I want to say. I say this with all sincerity and I hope you will take it that way, also. The subject I'm going to speak on today is very important to me and I want it to be very important to you because, believe me, it is a very important part of your life. Not only the present, but the future. In fact, maybe the future part of it is even more important. I know what alot of you are thinking, you're saying "Oh no, here we go again, another lecture, another adult telling me what's wrong with teenagers." And so, bang, it's tune out time. You push that little button in your brain and tune me out and start thinking about other things like what you're going to do tonight, the big date you've got coming up this weekend. You sit there and think, "I don't want him telling me what's wrong with teenagers, I'm sick of it." And believe me, according to the statistics I have here today, there is something wrong with alot of teenagers.

And so, today I challenge you for once to have the guts to sit up and dig what I'm saying because I don't want to stand up here and talk to alot of blank faces. I want to be able to talk to the mature young adults you say you are. Sometimes it's hard to put feelings into words, but I'm going to try. I'm going to try to say what I feel. And, believe me, it's even harder to write a speech, I'll admit it. I was a little up-tight about this whole thing. It's tough to write. I'm not a professional writer. Alot of blood, sweat and tears went into this. I have this speech here of--as you can see--with realms of notes, because I feel there are so many important things that I want to say--that I must say and I don't want to leave anything out.

And don't think I'm here just because I was told to be, please. I could have said no. I'm here because I want to be here. I'm here because I dig young people, and because, as corny as it may sound, because I have a great feeling inside of me for young people. That's why I work at WLIT. Because it gives me the chance to work with the people I love. I like the music, too, no doubt about it. And, you know, it's been said that the future belongs to the young. And I hope that by what I say here today, that it may help you just a little towards a good future. So, for the next half hour or so, we are just going to rap about something that concerns all of us--you and even me. The problem we are going to discuss is shoplifting. And we're going to tell you what shoplifting amounts to, whether you want to recognize it for yourself or not, is a theft punishable in this state by fines or imprisonment, or both. And it seems that the young people involved in these incidents today either are not fully aware of that or ignore that fact completely.

And today we're here to underline this, to underscore it, to bring it out into the foreground, remind you from this day on that the violation of the law in this community and in this state is something taken seriously by our city's merchants and the Police Department. In the research that we took in order to present this little talk to you today, we took a look at the entire realm of merchandise theft at the national

level. We realize that in 1967, $2.1 billion in merchandise was taken from American stores. By 1970, the figure will have risen from $2.1 to $2.35 billion. That's a lot of loot. FBI Chief J. Edgar Hoover has designated it as the fastest growing larceny violation in the nation. You might say it's sort of a case of mass slight of hand. And it is to the point now where store managers are leery of every customer. When a person enters a store carrying a large package, large bulky coat, or maybe it's a girl with a large handbag, the chances are you're spotted immediately and that your picture will have been taken before you ever reach a counter of merchandise.

Now you're going to say, "Chuck, why are you here to talk to us about this problem?" Well, to be very blunt about it, to tell it like it is, I'm simply here because our information tells us that 50%--50% of that $2.1 billion worth of merchandise is taken by people between the ages of 14 and 19. And, you know, it really grieves me because, more and more, teenagers are saying, "We're not as bad as the adults think we are. We are bright and alert young people. We care about other people, about our communities, about our country, and the condition it is in." And then we look at the statistics. Fifty per cent between the ages of 14 and 19. You say, "Why don't they lower the voting age to 18 so we can have our say about who is going to lead our country." Yes, you say that as you slip a lipstick into your purse, or a record in among your school books, or slide an extra watch on your arm. Now I'm not here to accuse anyone in this room of shoplifting. It's quite possible that no one ever has. I am here to ask you not to steal. If you have, not to do it again. Because in the long run, it is you--and only you--that will be hurt. Shoplifting is stealing, whether it be a 5¢ pack of gum or a $1 record, or a $10 transistor radio. Shoplifting is stealing.

Now, think about this. You come to school in the morning, you're wearing a brand new watch that you just bought with part of your savings. Money that you worked hard for all summer long, pumping gas, working in a supermarket, babysitting, whatever. But, you worked hard for it. You decide to go into the washroom to wash your hands, and not wanting to get your new watch wet, you leave it in your locker. Knowing that you will only be gone a minute or two, you don't bother to lock your locker. After all, no one is going to steal it--or are they? You return from the washroom and it's gone, that brand new watch that you worked and saved for has been lifted. In effect, shoplifted. Now, you don't like it when someone takes something of yours, so why should you take something that belongs to someone else? After all, every item in a store was bought and paid for by the owners of that store and every piece of merchandise in that store belongs to them until someone buys it.

I'm now talking about why people shoplift. Police, store managers, psychologists have plenty of theories to explain the growth of shoplifting. Some see a general decay of moral standards. They say that some young people take the billard ball conception of themselves. That they are victims of a broken home, or their mothers rejected them, so why shouldn't they steal? Perhaps one motivation for shoplifting is a desire for

the thrill of getting something for nothing. They get something alright--a quick trip to the police station. And do you realize that the average retail value of all shoplifted items is only $3.00? It seems that shoplifters get a certain satisfaction proving they are smarter than the people who run the store.

Let's talk more about the kind of people who shoplift. Less than 5% of all the thefts are committed by the mentally ill, or kleptomaniacs, even less out of financial need. In fact, the great majority--this may come as a shock--are white and come from middle income suburban families who don't even need it. Who don't even need it! Example: A lady wearing a $5,000 mink coat, her fingers studded with diamonds was picked up trying to walk off with a $2.98 candy dish. "Just for kicks," as she explained to the detective. Many children learn their shoplifting early. They pick up their techniques from their mothers. They are often used as decoys. Parents stuff goods into the kid's pockets so the kids can be blamed for misbehaving--then when the mothers are caught, it's "Naughty, naughty Johnny, shouldn't do that." So, it's quite true that not all shoplifters are teenagers, but remember, half of them are.

Here's another example. Two teenage boys, I would say, are the most brazen shoplifters I've ever heard of. Dressed in overalls, they confidently strolled into a sporting goods store, picked up a canoe and walked out. End of story--not quite. They were caught when they returned for the paddles. I tell you that story to show you that they did get away with one theft, but they were caught the second time. You may get away with it once, five times, ten times even. But, eventually, you will get caught, and why take a chance. You might be caught the first time. There's an old saying that your sins will always come back to haunt you, so why commit that sin in the first place?

Now, let's talk about why teenagers shoplift. The most common answers are--"I did it for kicks," and you should be kicked. "Oh, it was just a prank, it was an impulse, I did it on a dare. It was part of an initiation." In other words, they seem to think it's more sport than a crime. Some sport. A sport that could jeopardize your entire future. This is no sport. It's a character problem. And one of the most important parts of getting ahead in this world is your character. Believe me, you are judged more on that than you are on your talents or your brains. As you grow older and become more experienced in this big and wonderful world, you will find that the people who get the farthest ahead are those with a high character standing. Indeed, shoplifting is not a sport, it is a childish regression. But, I don't care what you say, kids steal to be in. In what, jail? Friends say "go ahead, I dare you to." With friends like this, you don't need enemies.

Now, let's imagine for a minute what it would be like to shoplift and be caught. You're in a store, any store, and maybe you're just out window shopping for the most part of that day. You don't have too much money with you. A couple of bucks or whatever. And all of a sudden you see something you want and you have wanted it for a long time. It could be one of a million things. A new shirt, a new dress, a new coat, a transistor radio, a record album, anything. You want

it. You check your money supply. You're about $2 short. Now, wait a minute. There doesn't seem to anyone around. The thought hits you. It'll be easy to take it. It's small, it'll fit in my pocket or maybe it will go into your purse. Whatever this thing is that you want. And you say, "I can get away with it, I don't see anybody watching."

So, quickly confidently, you slip it into your pocket, and right then you find yourself getting scared. You pray that you're going to get out that door and that everything's fine. You've got it in your pocket, you figure that's most of it. Nobody's caught you yet. And you head for the door, shaking like a leaf, and you will be, believe me. All of a sudden you're out that door and you figure, "I'm home free." Then you feel that hand on your arm. You thought you were shaking before, you're going to be shaking even more now. Can you imagine that feeling when you look up and you see a policeman, or store manager, and they have their hand on your arm because they know you took something that did not belong to you? And you know you're caught. And right then you will have to face the fact that you are a thief and it can be a truly traumatic experience. Imagine that, young people. Imagine that hand on your arm, catching you and you're caught, you are a thief.

Alright, we've just imagined ourselves being caught. Now let's get right down to it. What happens when you are caught shoplifting? It's not very pleasant, believe me. You'll be taken to the police station, your parents will be called and they will be required to be at the police station with you. Juvenile reports will be made out and these reports pertain not only to you, but your family and everything about them. A full description of you, the name and place where your parents work, whether they own their home, the school and church that you attend, the names of all children in the family and their ages. The names of your three best friends, and whether they were implicated in the theft or not. A state form will then be made out and sent to Madison in duplicate. You'll be searched and a photograph will be taken. And that should be a pretty good deterent right there. Your photograph on file in this city and in Madison. A photograph that is available to certain people if needed.

So here you have your name on location in two locations and this is a record that will never be erased. You will carry this record with you wherever you go. This record is open to many people throughout the rest of your life, including the military government, schools of higher learning that you may attempt to enter, places of employment that have government contracts. And any time that the state, or county or federal government wants information about you, they can get it from this record. A job that requires bonding, even that of a stock boy, probably would be closed to a youth with a record. You may also be turned down for government, state, city or county jobs. With a police record, it can be difficult, in fact in some cases, impossible, to enter any business or profession where a special license is required, such as law, real estate or insurance. A criminal record can keep you out of the college or professional school of your choice. For example, a stolen carton of candy kept one boy out of West Point, and a girl was denied entry to law school because of a stolen swimsuit. Now, I think you realize that in this day and age a person just can't afford

not to go to college. There was a time when they used to say you can't get anywhere with a high school education--now you can hardly get anywhere without a college education. In fact, you almost need a masters degree, even a Ph. D. in everything. Do you want that gone, that opportunity to go to the college of your choice, gone? I don't think you do. So you see these kicks can come back to haunt you. A minor record easily becomes a major problem. Now in Wisconsin, shoplifting is theft. Theft is a felony if the property is of a value exceeding $100 and is punishable by imprisonment in the state penitentiary in Waupun. So you say, "I only took little things, I don't have to worry." Alright, let's tell you about that.

If the value of the property does not exceed $100, you can receive a fine of not more than $200 or imprisonment up to six months, or both. Alright, for property values ranging between $1,000 to $10,000, it could be a fine anywhere from $200 to $10,000, or imprisonment anywhere from six months to 15 years. We're really not concerned with that. We're concerned actually with the smaller items. Things like records, lipstick, compacts, candy bars, nylons, clothing, etc. And another thing to think about, too, is that if you are over 18 you can be tried as an adult. So, alright, you're 17 1/2, you're picked up for shoplifting, and you figure, alright, well you know what might happen, they just might not do anything for six months. And when you reach the age of 18, then you'll be charged with theft and go into adult court. And that can be a very traumatic experience. Many young people, when arrested for shoplifting say, "Why didn't someone tell me that shoplifting was a crime." Look, ignorance of the law is no excuse and no defense against prosecution and conviction. Don't expect someone to tell you, you should know that. Another reason not to shoplift is, well, because it's getting harder and harder to get away with it.

Let's go into some of the deterents you find in stores. First of all, there are floor detectives and these are not what you usually figure detectives to be. The guy in the white shirt, dark tie and dark suit, wandering around the floor, graying at the temples. He's likely to be dressed the same as you--levis, sneakers and a sweat shirt, long hair and a mustache. You can never tell. The guy standing next to you looking at merchandise might be a floor detective. There are two way mirrors. You are admiring something in a mirror and somebody's looking right back through it at you.

They use walkie-talkies, close-circuit television and also cameras, from most anywhere they can hear or see you. This information can be used for prosecution. If they've got your picture on record, they can use that as evidence in court. There's a new system in use in some stores, the micro-wave transmitter, which is the size of a dot hidden on a sales item. You don't know just where it will be hidden, and the clerk is the only one who can neutralize that dot. If the dot is not neutralized, it sets off an alarm when carried through an exit. And bingo, you're done. Some kind of ultimate in anti-shoplifting techniques may be the loud speaker in one store out East that keeps repeating "put it back, put it back."

(Now, if I were going to use slides or a film in my speech, this is the spot where I would use them. If not, I'd continue this way.)

We give you this information today for a series of reasons. We feel that each one of you in this room is mature enough to know and understand information like this and make a decision on your own. To become involved or not to become involved in these instances. Now this is where the solution to the problem lies. The decision is yours. Let us talk about the tragedy and heartbreak within your own family. When Mom and Dad come down to the police station and you have to face them. Face the tears in your Mother's eyes, and the tears will stream down your face. And your Father's hair gets grayer. And all because you took some silly little thing like a lipstick or a record or a transistor radio. Stop and think, who did it to them, who did it to you, and don't get involved with the law and end up with a record that cannot be erased.

Today I want to ask each of you here, each of you, to do me a favor. I want each one of you, individually, and on a personal level, to go somewhere where you can be alone. I want you to take a good hard look at yourself. I want you to take the time to make a self-evaluation and really think. Now, you know, thinking about yourself, objectively, is one of the hardest things for a person to do, because you always tend to look at the good points and ignore the bad points. I want you to think of yourself objectively. Consider the bad points as well as the good points. Consider the past, where you have been, and the future, where you are going. You know, growing up is a serious matter and it effects everyone in a different way. And that's why you must decide. Your friends can't tell you. Your teachers and parents can only guide you. You must make the final decision on what you are going to do with the rest of your life.

Now, it's a tough old world and more than once in this life, you are going to feel that you are being stepped on. Just pushed into the ground like a piece of dirt. More than once that's going to happen to you. And maybe your way of retaliation would be to pick something up, something that doesn't belong to you. Your way of showing that you can step back. So what have you accomplished. You just picked up a $4.00 record. Big deal. And once you've stolen it, it'll lose all its value. What does this mean to you, something that you've just picked up and carried out of a store. You haven't earned it, you haven't won it, and you haven't even bought it. It's just a record that you stole. What does it mean? Sure you can put it on your record player and play it. Sure, maybe it's Gary Puckett and the Union Gap, your favorite group. But, I really don't think it will really mean anything to you. Now, this may sound corny, but it's true, believe me. The things that I enjoy the most are the things that I have worked the hardest for. And I think you too will find that to be true also. And I think today is the case at point.

Now this speech has not been easy to prepare for me. Every night for a week I sat down and I thought and I wrote, and I wrote and I thought. I tried, as I said earlier in this speech, to put my feelings down on paper and it's not easy. I'm not a gifted writer. If I was, I'd probably be out writing comedy shows or something. But I sat down because I felt this was something that had to be said. It was something that I believed in and that I believe that you should know about. It's something that I worked hard for. I ignored my family every night for a week because I wanted to do this for you, because I believe in you. And this I know is something

that I am going to enjoy to the upmost because it is something that I feel I've worked hard for. For this opportunity to be able to talk to each and every one of you today. And I know I will enjoy it even more if you follow the path that I am trying to put forth to you.

Talking about a path in conclusion today, I would like to talk a little about a poem that Robert Frost wrote called "The Road Not Taken." "The Road Not Taken" is a story of a man walking down a road on an autumn day and suddenly he comes to a fork in the road. One path goes off to the left, one to the right. The one to the right has been traveled by many because the ruts from the wheels are deep and the undergrowth has grown back quite a ways. It's obvious that many have gone that way. But Frost says, consider that path to the left. There the weeds are deep, there the undergrowth has grown so close it's obvious that few have gone that way. And you know that path took a turn not far from the man's sight to a destination unknown to the traveler. Frost said that he stood there for some time making a decision. And, finally, he writes these two lines to conclude his poem. "And I, I took the path less traveled by and that has made all the difference."

Now it seems to me that that poem is more than a path, than a poem, than leaves and trees. It is life, your life and mine. You can choose to become involved in any incident that we have described to you today. You can choose to go along with your friends and keep that 1/3 figure involved in juvenile crime. That's your choice.

SECTION IV:

Listing of Resources

AV AIDS

"Caught" Has accompanying discussion guide.
Color - 16 MM - 24 minutes - excellent
Available from: New Jersey Retail Merchants Association
P. O. Box 22
926 West State Street
Trenton, New Jersey 08601
609 393-8006

Also available from: New Jersey Occupational Research
and Development Resource Center
Building 871, Room C
Plainfield Avenue
Edison, New Jersey 08817

"Burglery is Your Business" Color/sound - 15 minutes

"It Can Happen to You" Color/sound - 15 minutes

"They're Out to Get You" Color/sound - 12 1/2 minutes

"The Shoplifter" Color - 16 MM - 20 minutes
All available from any Small Business Administration office. NOTE: The SBA will also provide free assist in lining up speakers, locating resources, etc.

"The Shoplifter" is also available from: Highway Safety Foundation, P. O. Box 1563, Mansfield, Ohio, 44007.

"Shoplifting, The Plot Against You" Record & filmstrip - 20 minutes - excellent
Available from: Merchandser Film Products
419 Park Avenue South
New York City, N. Y. 10016

"The Million Dollar Customer" Film - 22 minutes
Available from: Ohio Council of Retail Merchants
71 East State Street
Columbus, Ohio 43215

"An Inside Job" Filmstrip/sound - order #DFSS20

"Billion Dollar Headache" 30 slides & narration - fairly informative
order # D55

Both available from: Materials Center
Vocational Education Division
P. O. Box 44064
Capitol Station
Baton Rouge, Louisiana 70804
(Also has copies of "The Shoplifter," order #DF24)

"Billion Dollar Headache" Also available from: National Association of Retail Grocers
360 North MIchigan Avenue
Chicago, Illinois

"Mission: Loss Prevention" Color - 16 MM - 17 minutes - for retail use

"The Silent Crime" Color - 16 MM - 23 minutes - for retail use

Both available from: National Retail Merchants Association
Operations Division
100 West 31st Street
New York, New York 10001
(Also has copies of "Caught.")

BOOKLETS

"Watch Out For The Thief" 28 pages - excellent for D.E. students

"Teenage Shoplifting: A Case Study" 34 pages

"Teenagers Beware! Shoplifting is Stealing" (see following page) 7 pages
good for school-wide distribution

Stock Shortage Control Manual

All available from: National Retail Merchants Association
Operations Division
100 West 31st Street
New York, New York 10001

The Small Business Administration has several publications that deal with shoplifting. Available free from any of their offices (Headquarters Address: Small Business Administration, Washington, D. C. 20416) are the following:

Small Marketers Aid #119, "Preventing Retail Theft" by Saul D. Astor

Small Marketers Aid #129, "Reducing Shoplifting Losses" by Addison H. Verrill

Small Marketers Aid #134, "Preventing Burglary and Robbery Losses" by S. J. (Bob) Curtis

Management Aids #209, "Preventing Employee Pilferage" by Saul D. Astor

TEENAGERS BEWARE!
SHOPLIFTING
IS STEALING

PREPARED IN THE INTEREST
of
TODAY'S TEENAGERS
and
TOMORROW'S CITIZENS

Distributed by concerned parents,
businessmen, school and juvenile authorities.

Copyright 1968, by the Operations Division, National Retail Merchants Association
100 West 31st Street, New York, N.Y. 10001

DID YOU KNOW.....?

Shoplifting is stealing, and stealing is a criminal act. So called high spirited "fun" and youthful "pranks" can cause young people a lifetime of trouble. Too many teenagers today are unaware of the serious harm that a police record, even for what might seem to be a petty violation, can do to their lives and futures.

Even if the punishment does not include a jail sentence, and the conviction is punished only by a fine and/or probation, the police record remains; and it says, **"Thief."**

WHY DO TEENAGERS SHOPLIFT?

Across the country young people, many from middle and upper income families are pilfering merchandise. Why do teenagers commit a criminal act that will probably result in arrest and jeopardize their futures? The common answers are:

"I did it for kicks"
"It was just a prank"
"It was an impulse"
"I did it on a dare"
"It was part of an initiation"

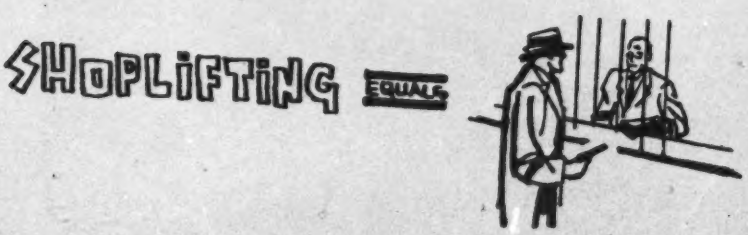
In other words they think it's more a sport than a crime. . . . But the law makes no provision for a "sport." **Shoplifting is stealing and stealing is a criminal act.** The shoplifter is a thief not a prankster.

Never break the law on a dare—It takes more courage to turn down a dare than to accept it, and your friends know this. In the long run they will respect you for sticking to your beliefs, don't fall for that "chicken" routine.

"WHY DIDN'T SOMEONE TELL ME?"

Many young people when arrested for shoplifting say. "Why didn't someone tell me that shoplifting was a crime." Ignorance of the law is no excuse and no defense against prosecution and conviction.

Shoplifting is stealing and stealing is a criminal act. Stealing a $2 pen is the same as stealing $2 from a cash register or from someone's pocket. . . . It's a crime.



"BUT THE STORE WON'T MISS IT!"

Some teenagers seem to think that stores make a lot of money and won't miss a book, or a record, or a blouse or a belt.

But the fact is that stores are losing more to shoplifting each year. They are losing merchandise that belongs to the store. It has been bought and paid for by the store and taking it is stealing. If something that belonged to you were stolen, it would be a great loss . . . so it is with a store.

STORES GETTING TOUGH

Because of this growing problem stores are getting tough with shoplifters and are taking measures to catch them in the act. Stores are no longer letting teenage shoplifters off with a lecture and a warning. They are turning them over to the authorities. Store managements are becoming convinced that the proper way to deal with young shoplifters and their parents is through the police and the courts.

"BUT I'M A JUVENILE: NOTHING CAN HAPPEN TO ME!"

Don't you believe it! True, there are separate laws governing criminal acts by juveniles in most states, but an arrest is still an arrest, and a police record is still a police record. One shoplifting conviction can ruin your life.

Many young people feel they can keep a juvenile record for a minor offense a secret. Don't you believe it! Very often, juvenile police bureaus will answer an inquiry by reporting that a teenager has been declared a "delinquent." This description can include a serious crime.

Although youngsters may go "free," after an apprehension, once arrested, the charge will follow them demanding explanation and causing embarrassment whenever it reappears.

"BUT IT WAS JUST FOR KICKS"

Those "kicks" can come back and haunt you forever. A minor record easily becomes a major problem.

Most job applications ask "Were you ever arrested?" and most employers don't hire people with arrest or criminal records.

A job that requires bonding, even that of a stock boy, will probably be closed to the youth with a record. He may also be turned down for government, state, city or county jobs.

With a police record it can be difficult, in some cases impossible, to go into any business or profession where a special license is required, such as law, real estate, or insurance.

A criminal record can keep you out of the college or professional school of your choice. A stolen carton of candy kept one boy out of West Point—and a girl was denied entry to law school because of a stolen swimsuit.

"WHAT CAN THE LAW DO ABOUT IT?"

You can be arrested if you steal any property from a store, no matter how little it costs. It is a crime if you steal even a lipstick or a candy bar.

Depending on the state in which you live, punishment for a first offense can be as much as a $2,000 fine and 5 years in jail or more, and after two or three offenses, as much as $10,000 and 10 years in jail. In some states after a first conviction a jail sentence is mandatory. No matter what your state calls it—grand larceny, petty larceny, felony, or misdemeanor—**shoplifting is stealing and stealing is a criminal act** and is punishable as such.

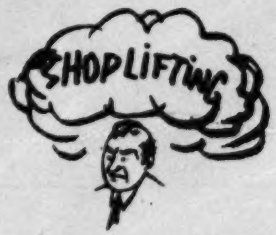
"SUPPOSE I DO GET ARRESTED?"

There are young people who foolishly plead guilty because they hope to hide the arrest from their parents. No teenager should ever enter a guilty plea without the advice of his parents and an attorney.

"WHAT CAN PARENTS DO ABOUT IT?"

1. Be aware that "shoplifting" can be just the beginning of bigger trouble for their children

   A veteran police officer described a recent two page arrest record which was headed: "SHOPLIFTING (JUVENILE)."



2. Make sure their children understand that **shoplifting is stealing and stealing is a criminal act.**
3. Be certain that their children know what a police record can do to their chances for jobs, colleges, and professions.
4. Know how much money their children have and how they spend it.
5. Know what their son or daughter brings into the house. If it isn't his or hers, check on where it came from. Don't accept a pat answer.
6. Know when, where, and why their child is going shopping.
7. Find out what their community is doing about the problem, and lend their help.
8. Teach their child that it is more "chicken" to go along with the crowd than to refuse to do so.
9. Be alert to a daughter who repeatedly goes shopping with an extra large handbag or shopping bag. These are common tools of a shoplifter.
10. Supervise any "clothes" swapping.
11. Set the right example.

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* * * * *

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APPENDIX

NEWS ITEM

HEAVY LIFTERS

AKRON, Ohio (AP) - Some shoplifters operate on a grand scale, Paul Brothers, an Akron store protection chief, says.

Brothers told Junior Chamber of Commerce members that one Akron store lost an 18-foot boat complete with equipment. And the store for which he works is "trying to locate" one of its concert grand pianos, he added.

NEWS ITEM

SHOPLIFTER'S TRICK INSURES GETAWAY

TOPEKA, Kan. (AP) - A shoplifter used a novel approach here to find if he were "in the clear" after a theft.

He entered a furniture store and went to the basement, pretending to be interested in buying a used refrigerator. Finding one, he asked the clerk to go upstairs and get the price for him.

While the employee was upstairs, he looked out the window and saw his "customer" walk out with a portable TV set, put it in his car and drive off.

In a few minutes a telephone caller laughingly said he had taken the set "to win a bet that he could walk out without being seen." He asked the clerk if anyone had taken his car license number. Upon being told that his license number was unknown, the man hung up--and has never been seen since.

NEWS ITEM

A BLOODY TALE

The off-duty Trenton patrolman fidgeted in line at the supermarket check-out counter waiting his turn in what seemed to be an endless line on a busy Saturday afternoon. Ahead of him stood a woman trying to control two squirming kids and ahead of them stood a tall man, hat square on his head and wearing a checked jacket and jeans. The patrolman glanced idly at these people with the sort of bored curiousity that goes with waiting in line. Suddenly he looked again at the man, then reached around the woman and her kids to tap the man on his shoulder.

"Say, buddy," he said, "Do you know that your head is bleeding?"

Checked jacket put one hand to the side of his face and looked startled as it came away sticky with fresh blood. The other side of his face and hair were also wet with slim streams of red, wet liquid.

"Take off your hat and let's see where you are hurt," commanded the officer.

Looking suddenly very frightened, the victim attempted to push his way through the aisle to flee. Deftly grabbing his arm with one hand the policeman quickly flashed his credentials with the other and then removed the man's hat. Under the hat and resting heavily on the man's matted hair was a fairly good cut of fresh, thick steak.

A novel method of shoplifting had been discovered because the meat that was stolen was just too juicy for the trip out of the store.

Trenton/March 1971

RULES FOR EMPLOYEES

1. Keep your eyes open.
2. Watch all your customers in a pleasant, courteous, interested manner.
3. Never leave your section unattended.
4. Do not turn your back on a customer if you can avoid doing so.
5. If you suspect a customer watch him openly, but courteously.
6. Be alert to customers carrying unwrapped merchandise.
7. Do not permit young children to loiter unattended.
8. Keep display stock in good condition.

SECURITY WEAKNESSES AND FAILURES

Mr. Saul D. Astor, President, Management Safeguards, Inc., presents the following points in his article, "The Inventory Shortage--Enigma of the Discount Industry":

1. Fitting rooms are often uncontrolled and unchecked.
2. Men's and ladies' rooms in the stores are unlocked and uncontrolled.
3. Unused checkout aisles are open.
4. Personnel are badly scheduled so that sales floor is relatively uncovered during peak periods.
5. Customers' bags and packages are permitted inside the store.
6. Anti-shoplifting signs are not posted.
7. Plainclothes patrols are not used.
8. Personnel are poorly instructed as to the procedure to follow when they observe a shoplifter.
9. Apprehended shoplifters are not turned over to police or juvenile authorities.
10. High-unit value merchandise is unprotected by enclosures and/or personnel.
11. Price-ticketing methods are not adequate to minimize ticket switching.
12. Cashiers are free to accept handwritten prices without any validating marks.

NEW JERSEY'S SHOPLIFTING LAW

2A:170-97. Definitions

For the purposes of this act, unless the context clearly requires a different meaning:

"Shoplifting" shall consist of any one or more of the following acts:

a. For any person willfully to take possession of any merchandise offered for sale by any store or other retail mercantile establishment with the intention of converting the same to the use of such person without paying to the owner the value thereof.

b. For any person willfully to conceal upon his person or otherwise any merchandise offered for sale by any store or other retail mercantile establishment with the intention of converting the same to the use of such person without paying to the owner the value thereof.

c. For any person willfully to alter any label, price tag or marking upon any merchandise offered for sale by any store or other retail mercantile establishment with the intention of depriving the owner of all or some part of the value thereof.

d. For any person willfully to transfer any merchandise offered for sale by any store or other retail mercantile establishment from the container in or on which same shall be displayed to any other container with intent to deprive the owner of all or some part of the value thereof.

"Store or other retail mercantile establishment" shall mean a place where merchandise is sold or offered to the public for sale.

"Merchandise" shall mean any goods, chattels, foodstuffs or wares of any type and description, regardless of the value thereof.

"Merchant" shall mean any owner or proprietor of any store or other retail mercantile establishment, or any agent, servant or employee of such owner or proprietor.

"Person" shall mean any individual or individuals, including an agent, servant or employee of a merchant where the facts of the situation so require L. 1962,c. 178:1.

Title of Act:

An Act concerning disorderly persons in relation to shoplifting; creating certain presumptions arising out of the concealment of unpurchased merchandise; and providing that the detaining for probable cause and

for a reasonable time of persons under suspicion of shoplifting, by certain officers or merchants shall not render any such officer or merchant criminally or civilly liable in any manner or to any extent whatsoever and supplementing subtitle 12 or Title 2A of the New Jersey Statutes. L.1962,c.178.

2A:170-98. Shoplifter as disorderly person

Any person found guilty of shoplifting, as the same is defined in section 1 of this act,* is a disorderly person. L.1962,c.178:2

*Section 2A:170-97.

2A:170-99. Concealment of unpurchased merchandise; presumption

Any person willfully concealing unpurchased merchandise of any store or other retail mercantile establishment, either on the premises or outside of the premises of such store or other retail mercantile establishment, shall be prima facie presumed to have so concealed such merchandise with the intention of converting the same to his own use without paying the purchase price thereof within the meaning of section 1 of this act, and the finding of such merchandise concealed upon the person or among the belongings of such person shall be prima facie evidence of willful concealment; and if such person conceals, or causes to be concealed such merchandise upon the person or among the belongings of another, the finding of the same shall also be prima facie evidence of willful concealment on the part of the person so concealing such merchandise. L.1962, c.178:3.

2A:170-100. Taking suspect into custody; detention; arrest without warrant

A law enforcement officer, or a special officer, or a merchant who has probable cause for believing that a person has willfully concealed unpurchased merchandise and that he can recover such merchandise by taking the person into custody, may, for the purpose of attempting to effect such recovery, take the person into custody and detain him in a reasonable manner for not more than a reasonable time. Such taking into custody by a law enforcement officer or special officer or merchant shall not render such law enforcement officer, special officer or merchant criminally or civilly liable in any manner or to any extent whatsoever.

Any law enforcement officer may arrest without warrant any person he has probable cause for believing has committed the offense of shoplifting as defined in section 1 of this act.

A merchant who causes such arrest, as provided for in this section, of a person for shoplifting shall not be criminally or civilly liable in any manner or to any extent whatsoever where the merchant has probable cause for believing that the person arrested committed the offense of shoplifting. L.1962, c.178:4.

RECENT SHOPLIFTING COURT CASES

There have been two recent cases in the field of shoplifting. These have to do with false arrest, or more properly wrongful detention and interrogation. Such charges are the chief hazard in energetic efforts to thwart shoplifting.

These cases, unfortunately, do not shed a clear light on how to proceed, as a merchant, to protect yourself from these charges. However, the following points can be discerned from these cases:

(a) The matter of "reasonable cause for believing" is a matter of law for the court to decide.

(b) The matter of detention and interrogation in "a reasonable manner and for a reasonable time" is a matter for the jury to decide as a matter of fact, should false arrest charges be pressed.

(c) The court will generally hold that the length of time that is reasonable is at least that period of time necessary to determine the suspect's name and address.

(d) Any person who attempts to detain and interrogate a person believed to be a shoplifter must identify himself.

(e) Detention may be made, under this statute, only for the purpose of investigating the purported crime and not for such purpose as to enforce payment or gain a confession.

(f) Where an employee relies on the statement of other employees as to the purported crime and has not, himself, seen the purported crime, he may not, as a question of fact have the necessary reasonable cause to believe a crime has been committed, and the defense would not be available.

HOW TO APPREHEND A SHOPLIFTER

S. J. (Bob) Curtis, Security Consultants, Inc., Dayton, Ohio, recommends the method below as the best for apprehending shoplifters:

1. Remember that the shoplifter is nervous.
2. As he leaves the store, follow him.
3. Attract his attention by talking to him.
4. Ask him, conversationally, "Is this the first time you've done this?"
5. Continue to walk. Recover the stolen merchandise and grasp the shoplifter firmly, but gently, by the arm.
6. Walk him out of the store, around to another entrance. Keep talking. Try to learn his name, and call him by his first name.
7. Remember that he is probably a disturbed person. Be sympathetic, reassuring, friendly.
8. Walk him back into the store into the manager's office.
9. Keep him quiet once he is inside and give him a choice of having you notify his parents, turning him over to the police, or consulting a psychologist of his own choosing.
10. Take down his statement or have a standard form ready. Do not use the word "steal" in it. Have him sign the statement.

Mr. Curtis said that it took seventeen years to perfect this method which was used at Lord and Taylor in New York. He presented it to the National Association of College Stores Convenetion in April, 1966, in Chicago.

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